Gifted Child Quarterly
National Association for
Gifted Children
4175 Lovell Road
Box 30 — Suite 140
Circle Pines, Minnesota 55014

Non-profit Organization
U.S. Postage
PAID
Permit No. 221
Lafayette, Indiana

Address Correction Requested

12/01/99- 2965 01/01/00-C-T-8
Xerox University Microfilms
Serials Bid Coordinator
300 N Zeeb Road
Ann Arbor, MI 48106

Index

Volume 30, 1986

GIFTED CHILD QUARTERLY

Volume:Pages

A

ANDERSON, M. A. Protocol analysis: a methodology for exploring the information processing of gifted students 30:28

ASHER, W. Conducting research with meta-analysis: a new direction for gifted education 30:7

B

BETTS, G. T., & NEIHART, M. Implementing self-directed learning models for the gifted and talented 30:174

BRUCH, C. B. Bridging curriculum with creative development: creative characteristics models 30:170

BUSSE, T. U., DAHME, G., WAGNER, H., WIECZERKOWSKI, W. Teacher perceptions of highly gifted students in the United States and West Germany 30:55

C

CALLAHAN, C. M. Asking the right questions: the central issue in evaluating programs for the gifted and talented 30:38

CARTER, K. R. Evaluation design: issues confronting evaluators of gifted programs 30:88

D

DETTMER, P. Characteristics and needs of adult learners in gifted program inservice and staff development 30:131

DETTMER, P. Guest editorial 30:99

F

FELDHUSEN, J. F. From the editor 30:51

FOSTER, W. The application of single subject research methods to the study of exceptional ability and extraordinary achievements 30:33

Volume:Pages

G

GUSKIN, S. L., OKOLO, C., ZIMMERMAN, E., & PENG, C. Y. J. Being labeled gifted or talented: meanings and effects perceived by students in special programs 30:61

GALLAGHER, J. J. A proposed federal role: education of gifted children 30:43

H

HOLLINGER, C. L., & KOSEK, S. Beyond the use of full scale IQ scores 30:74

J

JACOBS, H. H., & BORLAND, J. H. The interdisciplinary concept model: theory and practice 30:159

JENKINS-FRIEDMAN, R. Standing on the shoulders of giants (guest editorial) 30:3

K

KAPLAN, S. Alternatives for the design of gifted program inservice and staff development 30:138

KULIEKE, M. The role of evaluation in inservice and staff development for educators of the gifted 30:140

L

LIVINGSTON, M. C. *The child as poet: myth or reality*, reviewed by A. Barbara Pilon 30:96

M

MAKER, C. J. Developing scope and sequence in curriculum 30:151

McKENZIE, J. A. The influence of identification practices, race and SES on the identification of gifted students 30:93

Volume:Pages

P

PASSOW, A. H. Curriculum for the gifted and talented at the secondary level 30:186

R

RENZULLI, J. S., & DELCOURT, M. B. The legacy and logic of research on the identification of gifted persons 30:20

ROBERTS, J. L., & ROBERTS, R. Differentiating inservice through teacher concerns about education for the gifted 30:107

ROBINSON, A. Brave new directions: needed research on the labeling of gifted children 30:11

ROBINSON, A. Elementary language arts for the gifted: assimilation and accommodation in the curriculum 30:178

RUNCO, M. A. The discriminant validity of gifted children's divergent thinking test scores 30:78

S

SCHIFFER, J. *School renewal through staff development*, reviewed by Peggy Dettmer 30:144

SCHLICHTER, C. Talents Unlimited: an inservice education model for teaching thinking skills 30:119

SHORE, B. M. Cognition and giftedness: new research directions 30:24

SISK, D. Social studies for the future: the use of video for developing leadership 30:182

SMITH-WESTBERRY, J., & JOB, R. L. How to be a prophet in your own land: providing gifted program inservice for the local district 30:135

STANLEY, J. C., & McGILL, A. M. More about "Young entrants to college: how did they fare?" 30:70

T

TANNENBAUM, A. J. *Gifted children: psychological and educational perspectives*, reviewed by Rosemary Barton Tobin 30:47

Volume:Pages

TOMLINSON, S. A survey of participant expectations for inservice in education of the gifted 30:110

TREFFINGER, D. J. Research on creativity 30:15

V

VanTASSEL-BASKA, J. Effective curriculum and instructional models for talented students 30:164

VanTASSEL-BASKA, J. Lessons from the history of inservice in Illinois: effective staff development in the education of gifted students 30:125

VanTASSEL-BASKA, J., & PASSOW, A. H. Guest Editorial 30:147

W

WEINER, N. C., & ROBINSON, S. E. Cognitive abilities, personality and gender differences in math achievement of gifted adolescents 30:83

WEISS, P., & GALLAGHER, J. Project TARGET: a needs assessment approach to gifted inservice 30:114

WHITMORE, J. R. Understanding a lack of motivation to excel 30:66

WOOD, S., & LEADBEATER, P. Stages of entry for target groups participating in gifted program inservice and staff development 30:127